



## **Draft Content Area- and Grade Level-Specific Performance Level Descriptors**

*Louisiana PARCC Campus Leadership Team Meeting*  
April 23, 2013



# Timeline for Developing and Adopting PARCC PLDs

<b>October 2012</b>	<b>GB and ACCR adopted five performance levels, general PLDs, &amp; College- and Career-Ready Determination Policy</b>
<b>April 10, 2013</b>	<b>PLDs released for public comment</b>
<b>April 10 – May 8</b>	<b>Stakeholders submit feedback via online survey</b>
<b>May 9 – June 11</b>	<b>PLDs are revised in response to feedback</b>
<b>June 19, 2013</b>	<b>Final PLDs are sent to Governing Board and ACCR</b>
<b>June 26, 2013</b>	<b>Governing Board and ACCR meet to vote to adopt the PLDs</b>



# Purposes the PLDs will Serve

- **In October 2012, the PARCC Governing Board/ACCR established that five performance levels will be used to report student results on PARCC assessments**
  - Level 5: Distinguished command of the content ...
  - Level 4: Strong
  - Level 3: Moderate
  - Level 2: Partial
  - Level 1: Minimal
- **General, content area PLDs were also adopted in October.** The general PLDs are not grade level-specific
- **The draft PLDs presented today are content- AND grade level-specific** and designed to serve multiple purposes, most importantly to inform:
  - Item/task and rubric development for PARCC assessments;
  - The setting of performance level cut scores for PARCC assessments (summer 2015); and
  - Curriculum and instruction at the local level



# Who Drafted the PLDs?

- SEA and LEA content experts and postsecondary faculty serving on elementary, middle, or high school panels
- The panels met several times during the fall and winter 2012-2013
- Staff from the Center for Assessment facilitated the meetings; Achieve and selected State Leads provided technical assistance
- Maridyth McBee, K-12 State Lead from Oklahoma, provided State oversight
- For ELA/Literacy, the draft PLDs cover grades 3-11
- For math, the draft PLDs cover grades 3-8, and each of 6 high school courses
- Iterations of the drafts were reviewed by:
  - The Center for Assessment
  - ETS and the College Board
  - PARCC Technical Advisory Committee
  - PARCC ELA/Literacy and Mathematics Operational Working Groups
  - Higher Education Leadership Team (HELT)
  - PARCC K-12 State Leads



# ELA/Literacy PLDs

## Structure & Factors that Differentiate the Levels

- The ELA/Literacy PLDs are organized in two areas: reading and writing
  - **For reading**, the levels are differentiated by three factors:
    - text complexity (standard 10) (accessible, moderately complex, very complex)
    - accuracy in student responses
    - evidence cited (explicit, implied) from sources read (standard 1)
    - At each, performance level, the degree to which students are able to demonstrate command of standards 2-9 (e.g. main idea, point of view, setting, plot, character, structure ...) is described in terms of the three factors
  - **For writing**, the levels are differentiated by:
    - idea development, including when drawing evidence from sources
    - organization
    - use of conventions (grammar, capitalization, etc.)
    - language usage

# Excerpt: ELA/Literacy Grade 11, Level 5

This column provides the **level** being described

This area provides information about the performances displayed by students in **reading** at this level in terms of complexity, accuracy, and evidence

This area provides information about the performances displayed by students in **writing** at this level

## PERFORMANCE LEVEL DESCRIPTORS FOR ENGLISH LANGUAGE ARTS/LITERACY: GRADE 11

In **reading**, the pattern exhibited by student responses indicates students are able to work independently with grade-level text:

- With very complex text, students demonstrate the ability to accurately analyze the text, showing full understanding of the text, referring to explicit details and examples in the text and to support sound inferences drawn from the text.
- With a moderately complex text, students demonstrate the ability to accurately analyze the text, showing full understanding of the text, referring to explicit details and examples in the text and to support sound inferences drawn from the text.
- With a readily accessible text, students demonstrate the ability to accurately analyze the text, showing full understanding of the text, referring to explicit details and examples in the text and to support sound inferences drawn from the text.

In **writing**, students address the prompts and consistently provide effective and comprehensive development of ideas, including when drawing evidence from multiple sources, while demonstrating effective coherence, clarity, and/or cohesion. They demonstrate full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.

Reading Literature	Reading Information	Vocabulary Interpretation and Use	Writing Written Expression	Writing Knowledge of Language and Conventions
Students demonstrate comprehension and draw evidence from readings of grade level complex literary text.	Students demonstrate comprehension and draw evidence from readings of grade level complex informational text.	Students will use context to determine the meaning of words and phrases	Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.	Students demonstrate knowledge of conventions and other important elements of language.
<p>Provides strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>Provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</p> <p>Provides a determination of where the text leaves matters uncertain.</p> <p>Provides a statement of two or more themes or central ideas of a text.</p> <p>Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text.</p> <p>Provides an objective summary of a text.</p> <p>Provides an analysis of the impact of an author's choices regarding how to develop and relate elements of a story or drama.</p>	<ul style="list-style-type: none"> <li>• Provides strong and thorough textual evidence to support analysis of what the text says explicitly.</li> <li>• Provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</li> <li>• Provides strong and thorough textual evidence with a determination of where the text leaves matters uncertain.</li> <li>• For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to important distinctions the author makes.</li> <li>• For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to any gaps or inconsistencies in the account.</li> <li>• For RH 1, provides textual evidence to support an analysis of primary and/or secondary sources connecting insights gained from specific details to an understanding of the text as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> <li>• For RH 4 and RST 4, provides an analysis of how an author uses or refines a key term or terms over the course of a text.</li> <li>• For RST 4, demonstrates the ability to determine the meaning of symbols, key terms in a specific scientific or technical context relevant to grade 11 texts and topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides effective and comprehensive development of the claim, topic and/or narrative elements, using clear convincing reasoning details, text-based evidence, and/or description.</li> <li>• The development is consistently appropriate to the task, purpose, and audience.</li> <li>• Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas.</li> <li>• Establishes and maintains an effective style, while attending to the norms and conventions of the discipline.</li> <li>• Effectively draws evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates command of the conventions of Standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</li> </ul>

A student who achieves at **Level 5** demonstrates distinguished command of the grade level standards.

**Evidence statements derived from standards 2-9**

these columns at the accuracy level and with the quality of evidence as described for students at this level.



# Three factors determine the performance levels

1. Text complexity
2. Range of accuracy
3. Quality of evidence

Grade 11

Level	Level of Text Complexity <sup>1</sup>	Range of Accuracy <sup>2</sup>	Quality of Evidence <sup>3</sup>
5	Very Complex Moderately Complex Readily Accessible	Accurate Accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
4	Very Complex Moderately Complex Readily Accessible	Mostly accurate Accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
3	Very Complex Moderately Complex Readily Accessible	Generally accurate Mostly accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
2	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally accurate Mostly accurate	Explicit Explicit and inferential Explicit and inferential



# Mathematics PLDs

## Structure & Factors that Differentiate the Levels

- The Math PLDs are organized into five areas (claims)
  - Major content
  - Additional and supporting content
  - Mathematical reasoning
  - Mathematical modeling
  - Fluency (grades 3-6 only)
- Factors that differentiate the levels
  - Relative complexity of standards (evidence statements) for mathematical content and practice
  - Extent to which student can make effective use of stimulus materials such as graphs, tables, tools
  - Extent to which student can construct solutions to problems, solve scaffolded and unscaffolded problems



# Excerpt: Algebra I

	<b>Algebra I: Sub-Claim A</b> The student solves problems involving the Major Content for her grade/course with connections to the Standards for Mathematical Practice.			
	<b>Level 2: Partial Command</b>	<b>Level 3: Moderate Command</b>	<b>Level 4: Strong Command</b>	<b>Level 5: Distinguished Command</b>
<b>Rate of Change</b>	Calculates the average rate of change of a linear, exponential and quadratic function (presented symbolically or as a table) over a specified interval.	Calculates the average rate of change of a linear, exponential and quadratic function (presented symbolically or as a table) over a specified interval or estimates the rate of change from a graph.	Calculates and interprets the average rate of change of a linear, exponential, quadratic, square root, cube root and piece-wise-defined function (presented symbolically or as a table) over a specified interval, or estimates the rate of change from a graph.	Calculates and interprets the average rate of change of a linear, exponential, quadratic, square root, cube root and piece-wise-defined function (presented symbolically or as a table) over a specified interval, or estimates the rate of change from a graph.  Compares rate of change associated with different intervals.



## Next Steps

- Seek comment from K-12 educators and higher education faculty and key national organizations, April 10 – May 8
- Encourage feedback through the use of:
  - Email listservs/newsletters
  - Convenings (face-to-face and virtual)
  - Website
  - Press Release
- PARCC will compile comments and revise PLDs as needed, May 9 to June 11
- Propose GB & ACCR vote to adopt the final PLDs, June 26<sup>th</sup>



# Questions?



## **Draft Content Area- and Grade Level-Specific Performance Level Descriptors**

[www.parcconline.org/plds](http://www.parcconline.org/plds)